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ABSTRACT

In March 1993, the Goal 2 Technical Planning Subgroup on Core Data Elements was convened to focus on identifying information that could be obtained from local student data systems for monitoring local and state progress toward the National Education Goals. The Goal 2 Resource Panel had previously described the need for a national student data system to assess students' completion of school. This document describes a set of indicators of goal outcomes and proposes a set of data elements and definitions that could be used to computerize the indicators and serve the needs of education agencies. The process used in selecting the core data elements is described, and a list of the recommended indicators and accompanying data elements is presented. Table 1 lists the recommended data elements for each of the six goals and indicates whether the data element for the particular indicator presently exists in most elementary school and secondary school systems. Appendix A defines the recommended elements. Appendix B describes other potentially useful elements. Appendix C describes related activities at the national level to standardize core education data elements to facilitate their use. (SLD)

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NATIONAL EDUCATION GOALS PANEL

# GOAL 2 TECHNICAL PLANNING SUBGROUP ON CORE DATA ELEMENTS

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## Report to the National Education Goals Panel

April 21, 1993

93-03

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| | |
|---|---|
| Andy Cunningham | Office of Governor Nelson, State of Nebraska |
| Phil Dunshee | Office of Governor Branstad, State of Iowa |
| Phil Smith | Washington, D.C. Office of Governor Branstad, State of Iowa |

**National Education Goals Panel Staff**

Leslie Lawrence

Martin Orland

1850 M Street, NW Suite 270 Washington, DC 20036
(202) 632-0952 FAX (202) 632-0957

Core Data Elements for Monitoring Progress Toward the
National Education Goals

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## CORE DATA ELEMENTS FOR MONITORING PROGRESS TOWARD THE NATIONAL EDUCATION GOALS

### INTRODUCTION

The Goal 2 Resource Panel described the need for a national student data reporting system for assessing students' completion of school. Four principles were stated:

- *The system should be able to track students across State or district boundaries, not just be independent record systems;*
- *The system "must respect the autonomy of, and be sensitive to, the different ways States and localities define high school completion credentials and standards for attaining them";*
- *The system must produce data that are timely, reliable, and valid;*
- *The data system must produce information that is useful at local, state, and national levels in establishing appropriate educational policy and practice.*

Such a system would provide more accurate and comprehensive information about school completion and dropout data than are currently available. More important, this system "would provide education service providers and policymakers at all levels with the vital information needed to both monitor the health of the educational enterprise and tailor student services to meet individual needs." (NEGP, March 26, 1992)

The Goal 2 Resource Group acknowledged that there are many national data available that address the Goals, but there is little standard information available at the local level to assist local and state policymakers in determining progress toward the Goals. They expressed interest in considering how existing record systems can be used to evaluate the nation's progress toward meeting all of the Goals by the year 2000 and what data elements should be included in each school/school district's records to provide the needed indicators of Goal attainment. Given the benefits of a longitudinal student record system for districts to continually monitor students' progress in school, and the benefits of such a system to districts, states, and the nation in assessing educational progress, the identification of a core set of data elements that all entities should maintain seemed critical.

In March 1993, the Goal 2 Technical Planning Subgroup on Core Data Elements was convened to focus on the issue of identifying information that could be obtained from local student data systems for use in monitoring local and state progress toward the National Education Goals. The members of this Subgroup included representatives from each of the six resource groups as well as from state and local education agencies. This report reflects the charge to that Subgroup:

> *To investigate and report on the feasibility of establishing a minimum set of terms and definitions that encompass the preschool years onward in order to measure progress toward the six National Education Goals. If feasible, the National Education Goals Panel will encourage the incorporation of these terms and definitions into new and ongoing student record systems so that progress toward achieving the National Education Goals can be regularly monitored at the local, state, and national levels. These terms will be adapted from the Student Data Handbook, under development by the National Center for Education Statistics (NCES) and the Council of Chief State School Officers (CCSSO), and other documents as deemed necessary.*

This document describes a set of indicators of goal outcomes and proposes a set of data elements and definitions that could be used to compute the indicators of progress toward the National Education Goals as well as serving the needs of local and state education agencies for effective school management. It is divided into three parts: (1) the process used in selecting the core data elements; (2) next steps; and (3) a list of the recommended indicators and accompanying data elements.

## SELECTION OF CORE DATA ELEMENTS

The Subgroup began its deliberations discussing the importance of having individual student information and the problems associated with obtaining standard data at the local and state levels for use in assessing progress toward meeting the Goals. They noted that many state and local education agencies are looking to their administrative record systems to assist in determining progress. In many instances, however, these record systems have not been developed to meet these needs, so essential data elements are not available. In other instances, the data are present in the system, but the agencies are not set up to use the data for these purposes. In still other agencies, information about students and staff is maintained in paper files and filing cabinets, and access to specific data is limited.

State and local education agency staff are becoming convinced that there is no alternative but to standardize what and how data are collected and maintain the data in an automated record system. The issues concerning the provision of appropriate services to students are extremely complex, and there is a need for timely data to assist in the decision-making process. There is also a need to monitor progress of students and schools which requires that consistent data are collected from year to year. The nature of the current uncoordinated system of data collection promotes the collection of similar data in different ways, at different times, using different definitions. As a result, the current use of data in decision-making is suspect.

The development of automated student and staff record systems is not without controversy, however. People tend to equate automation with access. There are laws concerning access to student records, and particularly to sensitive information, however the laws are behind the times concerning automated records. While the Goals Panel has taken the position that the development of student recordkeeping systems is essential to assessing accomplishment of the Goals and that standard data should be available from the systems, it is up to the state and local jurisdictions to ensure that access, security and confidentiality concerns are addressed. The Subgroup noted that state and local laws/regulations and federal laws such as the 1974 Family Educational Rights and Privacy Act (FERPA) may need to be revised to reflect these changes in how individual records are maintained.

The identification of essential data elements to be maintained at the local level has traditionally been done by local decision makers, such as school district staff and school board members. (In some instances, software vendors have made de facto decisions by providing what they perceive to be the necessary data elements in an automated system purchased by the school district.) States have sometimes prescribed specific data to be collected based on state and federal reporting requirements. To date, no national effort has been made to identify what specific data elements should be maintained in all student record systems for effective school management, nor what definitions should be used to define the data elements, although there is a high level of interest in this area.

The Subgroup agreed that a logical and feasible first step in obtaining comparable data from school to school is to focus on the data needed to monitor progress toward the Goals. This information would then be incorporated into the broader discussion about what data are essential for the school management and reporting functions of student, staff, and school record systems. Before determining what are the essential data elements, the Subgroup agreed to the two following principles to guide the discussion.

- First and foremost, record systems must meet school and local education agency needs for managing the educational enterprise. This means that the system must provide information useful for making decisions about schools, staff, resources, and groups of students. In addition, however, the Subgroup believed that student record systems should provide essential information for making decisions about individual students. Whereas teachers should receive summary information about the students in their classes to use in planning instruction, individual student information may also prove useful in special situations. For example, if a student continually comes to school late, or bursts into tears off and on during the day, or falls asleep during a stimulating activity, there may be health or background information in the student's record that could help the teacher make adjustments to meet the student's individual needs.

- Second, record systems should be developed to monitor the progress of both individual and groups of students. This requires that data be maintained in a longitudinal format with updated information added as it becomes available. Many school systems update files by replacing information as it changes. This makes longitudinal analyses and individual monitoring impossible. For example, a child's English proficiency may change after receiving language assistance services. If the proficiency status is changed permanently on the student record (that is, there is no record that the student had once been classified limited English proficient), and the child later has trouble which could be due to lack of English language skills, school staff may not realize that additional language assistance services are needed. While replacement of data seems more efficient from a data processing viewpoint, it is not effective for working with individual students whose historical records could provide insight into the provision of appropriate services for the child.

To summarize the discussion about student record systems, the Subgroup stressed that student record systems must be designed to meet school management requirements as well as monitoring needs. This is best accomplished through the use of a longitudinal student database with updated information being added to, not replacing, existing data.

Using the *Student Data Handbook* draft and *A Guide to the Implementation of the SPEEDE/ExPRESS Electronic Transcript* (described in Appendix C) as resources, the Subgroup identified data elements that could be used to create indicators monitoring progress toward meeting the goal outcomes. While the original charge was to identify only student data elements, the Subgroup also identified data elements that could be obtained from other databases, most notably staff and school databases. The selection process involved consideration of the following issues:

Necessity – The Subgroup discussed all data elements that might be useful before deciding what were the most essential data elements to be collected on a universe basis.

Availability – Certain kinds of data are kept about all students, whether in paper files or in automated record systems. Other data elements are not generally collected.

Feasibility – The Subgroup considered whether data elements that are not generally available at this time could be collected in a consistent and reliable way, taking into consideration cost as well.

Level – Data elements which cover preschool children, school-age children, and postsecondary students were included.

As a result of the discussion, three sets of data elements were identified and defined. The first set represents data relevant to the Goals that are usually already collected in local record systems (although the definitions of these elements frequently vary from one locality to the next). Included in this set are data elements about background characteristics, coursework and activities, assessment, and school completion. The background characteristics can be used to identify the performance or outcomes of subgroups of students. There are also some data elements that can be obtained from staff and school databases about teacher quality and the school environment.

The second set of data elements contains information desirable for monitoring the Goals that do not generally exist in administrative records. These data elements are ones that could be collected reliably and consistently with some minimal effort, and would provide much richer detail about how well the Goals are being attained.

**Elements from these first two sets constitute the Group's recommendations for data elements that should be incorporated over time into local administrative record systems for regularly monitoring progress on the national education Goals. They are listed by Goal and recommended indicator in Table 1 with data element definitions appearing in Appendix A.**

A third set of data elements, appears in Appendix B. It consists of information that *could* be collected about individual students for use in doing research, for planning instruction, for monitoring student progress and as factors that could alert school staff to individual students' problems. These data are generally not currently included in individual student records. Some education agencies, however, may want to collect this information on individual students to assist in evaluating programs or meeting the needs of a unique population of children. The Subgroup decided that while these data elements could provide useful information both about individual and groups of students, they were not essential to monitoring the goals, nor were they necessarily best obtained from student record systems.

## NEXT STEPS

The data elements contained in this report are not exhaustive, nor do they represent all of the data most desired for monitoring progress toward the Goals. The primary focus was on data elements maintained in student-level databases, although some consideration was given to data about teachers and schools. The discussion revealed several areas where additional data elements may be needed, such as in the area of standards attainment, school outcomes, and disciplined/safe school environments which are conducive to learning. Because data needs and capacities are continually changing, the "core data elements" included in this report should be considered an initial effort to identify a common set of data which should be maintained about all students, teachers, or schools. The National Education Goals Panel should review this minimum set of core data elements periodically, taking into account these changing data capacities and needs.

## TABLE AND APPENDICES

The following Table is organized by Goal and contains three columns: Indicator, Data Element(s), and a description of whether or not the data element(s) currently exists in most K-12 record systems. It is the Subgroup's recommendation that local education agencies and other organizations move in the direction of incorporating those elements listed in Table 1 which do not currently exist in their record systems to ensure a more complete representation on their progress toward achieving the six Goals.

The indicators that have been listed in Table 1 correspond with many of those which are presented in the annual National Education Goals Report. In most cases, the indicators represent whole populations, such as the numbers of students who take Advanced Placement courses. In these cases, the Group believes that local officials should determine how such data should be disaggregated (for example by race, gender and student income level). However, in a few cases, where the Goal or objective itself specifies a particular population group (for instance Objective 3 under Goal 4 which states: "The number of U.S. undergraduates and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly"), the Group specifically recommends the necessary demographic breakouts for monitoring progress.

Following the Table are the definitions of the data elements in Appendix A (recommended elements) and Appendix B (not recommended, but potentially useful). These definitions are consistent with those currently being established by the National Center for Education Statistics and the Council of Chief State School Officers. They are expected to be finalized in the Fall of 1993.

Appendix C describes related activities at the national level to standardize core education data elements in order to facilitate their processing and usefulness.

## TABLE 1

*Recommended Set of Data Elements and Corresponding Indicators for Monitoring Progress Toward the Goals*

| INDICATOR | DATA ELEMENTS | EXISTENCE OF DATA ELEMENT(S) IN MOST K-12 RECORD SYSTEMS? |
|---|---|---|
| **GOAL 1** | | |
| Number of Entering Students with Appropriate Immunizations | Type of Immunization, Date of Immunization, Status of Immunization | Yes |
| Developmental Well-Being of Students Entering Kindergarten in terms of Five Dimensions:<br>Physical Well-Being;<br>Social and Emotional Development;<br>Language Usage;<br>Approaches to Learning;<br>Cognitive Development. | Developmental Observation and Documentation, Date of Developmental Observation and Documentation | No |
| Developmental Well-Being of Students Entering First Grade in terms of Five Dimensions:<br>Physical Well-Being;<br>Social and Emotional Development;<br>Language Usage;<br>Approaches to Learning;<br>Cognitive Development. | Developmental Observation and Documentation, Date of Developmental Observation and Documentation | No |

| INDICATOR | DATA ELEMENTS | EXISTENCE OF DATA ELEMENT(S) IN MOST K–12 RECORD SYSTEMS? |
|---|---|---|
| Number of Disadvantaged, Disabled, and Other Entering Students Who Participated in National Association for the Education of Young Children (NAEYC) Accredited Preschool Programs *(Measures Objective 1)* | Name of Preschool Program, Type of Preschool Program, Number of Years in Each Preschool Program, Disability Status, Poverty Status | No |
| Number of Entering Students with Low Birthweight | Birthweight | No |
| Number of Entering Students Whose Mothers Received Comprehensive Prenatal Care | Month of First Prenatal Care, Extent of Prenatal Care | No |
| Number of Students Who Received Routine Health Care Prior To Entering School | Date of last Routine Health Care | No |
| Number of Students Who Received Dental Care Prior to Entering School | Date of Last Dental Care | No |
| **GOAL 2** | | |
| High School Graduation Rate | School Exit Date, Status upon Exit, Type of Credential Received, Cohort Year | Yes |
| High School Graduation Rate of Minorities and Non–Minorities *(Measures Objective 2)* | School Exit Date, Status upon Exit, Type of Credential Received, Cohort Year, Race/Ethnicity | Yes |
| Other High School Completer Rate | School Exit Date, Status upon Exit, Type of Credential Received, Cohort Year | Yes |

| INDICATOR | DATA ELEMENTS | EXISTENCE OF DATA ELEMENT(S) IN MOST K–12 RECORD SYSTEMS? |
|---|---|---|
| Other High School Completer Rate of Minorities and Non–Minorities *(Measures Objective 2)* | School Exit Date, Status upon Exit, Type of Credential Received, Cohort Year, Race/Ethnicity | Yes |
| Dropout Rate | School Exit Date, Status upon Exit, Cohort Year | Yes |
| **GOAL 3** | | |
| Number of Students Achieving National/International Standards by Subject | Name of Assessment, Assessment Score | No |
| Number of Minority and Non–Minority Students Achieving National/International Standards by Subject *(Measures Objective 1)* | Name of Assessment, Assessment Score, Race/Ethnicity | No |
| Number of Students Taking Advanced Placement Courses | Name of Advanced Placement Course Taken | Yes |
| Number of Students Taking Advanced Placement Tests | Name of Assessment | Yes |
| Number of Students by Score on Advanced Placement Tests | Name of Assessment, Assessment Score | Yes |
| Number of Students Participating in Volunteer or Community Service Activities | Type of Volunteer or Community Service Activities | Yes |

| INDICATOR | DATA ELEMENTS | EXISTENCE OF DATA ELEMENT(S) IN MOST K-12 RECORD SYSTEMS? |
|---|---|---|
| Number and Extent of Students Participating in Volunteer or Community Service Activities | Hours per Week of Volunteer or Community Service | Yes |
| Number of Courses Taken in English, Math, etc. | Course Titles or Course Numbers | Yes |
| Number of Higher Level Courses Taken | Course Titles or Course Numbers | Yes |
| Number of Students Making High Grades by Subject | Course Titles or Course Numbers, Academic Grade Received | Yes |
| Number of Students Involved in Extracurricular Activities | Type of Extracurricular Activity | Yes |
| Number of Students Who are Competent in More than One Language | English Proficiency, Language Other Than English, Other Language Proficiency | Yes |
| Number of Students Registering to Vote at Age 18 | Age, Registered to Vote | No |
| **GOAL 4** | | |
| Number of Students Achieving National/International Standards in Math and Science | Name of Assessment, Assessment Score | No |
| Number of Students Taking Higher Level Courses in Math and Science | Course Titles or Course Numbers | Yes |
| Number of Students Taking Advanced Placement Courses | Name of Advanced Placement Course Taken | Yes |

| INDICATOR | DATA ELEMENTS | EXISTENCE OF DATA ELEMENT(S) IN MOST K–12 RECORD SYSTEMS? |
|---|---|---|
| Number of Students Taking Advanced Placement Tests | Name of Assessment | Yes |
| Number of Students by Score on Advanced Placement Tests | Name of Assessment, Assessment Score | Yes |
| Number of Minutes Spent in Math and Science Courses | Course Title, Number of Minutes per Course | Yes |
| Number of Teachers Instructing Classes for Which They are Certified | Subject Matter Area, Level of Assignment, Type of Certification/License/Permit Held, Level Authorized by the Certificate, Teaching Fields or Areas Authorized | Yes |
| Number of Teachers by Subject by Credit Hours Earned | Subject Matter Area, Number of Credit Hours Earned or Courses Completed in Major Area | Yes |
| Number of Teachers by Years of Experience | Total Number of Years of Teaching Experience | Yes |
| Number of Minority and Female Students Completing Degrees in Math, Science, and Engineering *(Measures Objective 3)* | Type of Degree or Credential Awarded, Area of Specialization, Race/Ethnicity, Gender | No |
| **GOAL 5** | | |
| Number of Minority Students Entering College *(Measures Objective 4)* | Postsecondary Institution Attended, Type of Postsecondary Institution Attended, Race/Ethnicity | No |

| INDICATOR | DATA ELEMENTS | EXISTENCE OF DATA ELEMENT(S) IN MOST K–12 RECORD SYSTEMS? |
|---|---|---|
| Number of Minority Students Completing Degree Programs *(Measures Objective 4)* | Type of Postsecondary Institution, Type of Degree or Credential Awarded, Area of Specialization, Race/Ethnicity | No |
| Number of Students Scoring High on College Entrance or Placement Tests | Type of Entrance or Placement Test, Entrance or Placement Test Score | No |
| Number of Students Employed After Graduation | Employment Status | No |
| Number of Students Employed After Graduation by Type of Employment | Employment Status, Type of Employment, Name of Employer | No |
| Number of Students or Ex–Students Registered to Vote | Registered to Vote | No |
| **GOAL 6** | | |
| Number of Offenses in School | Type of Offense Reported, Date of Offense Reported | Yes |

APPENDIX A

## DEFINITIONS OF RECOMMENDED CORE DATA ELEMENTS

## SET 1 – ELEMENTS CURRENTLY EXISTING IN MOST ADMINISTRATIVE RECORD SYSTEMS

### A. Student Data Elements

BACKGROUND CHARACTERISTICS

Sex – The student's gender (Female or Male).

Racial/Ethnic Group – The general racial or ethnic heritage with which the student most identifies. Categories include: American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, Black (not Hispanic), and White (not Hispanic).

Date of Birth – The day, month, and year on which the student was born. (Used to compute age.)

Country of Citizenship – The country in which the student maintains citizenship. (Used to identify persons with backgrounds that may lead to different outcomes.)

English Proficiency – The student's adeptness at English, assessed by reading (the ability to comprehend and interpret text), listening (the ability to understand a verbal expression of the language), writing (the ability to produce written text with content and format), and speaking (the ability to use oral language appropriately and effectively) skills. Categories include: fully English proficient, limited English proficient, and not English proficient. (Used to identify students with potential problems succeeding in U.S. schools.)

Home Language – The language and dialect routinely spoken in the student's home. This language/dialect may or may not be the student's primary/native language. (Also used to identify students with potential problems succeeding in U.S. schools.)

Language Other Than English – A language and/or dialect other than English in which the student has speaking, writing, reading, or comprehension skills. (Used to identify students who may have potential problems or students who have achieved fluency in more than one language.)

Other Language Proficiency – The student's adeptness in the language other than English. Categories include: proficient and limited proficient. (Used to identify students who may have potential problems or students who have achieved fluency in more than one language.)

Migrant Status - An indication that the child accompanies a parent whose primary employment is in one or more agricultural activities on a seasonal or other temporary basis and who establishes a temporary residence for the purposes of such employment. Categories include: yes or no. (Used to identify students who may have problems in school.)

Type of Primary Disability - The major or overriding disability condition that best describes the individual's impairment (i.e., the impairment that is most disabling). A student may be entitled to receive special education and related services when identified as having a disability. (Used to assess our success with students with special learning needs.)

Type of Immunization - The type of immunization received by the child.

Date of Immunization - The date on which the immunization was received.

Status of Immunization - The status of an immunization. (e.g., first inoculation, had the disease, religious exemption)

## COURSE AND ACTIVITY INFORMATION

Course Title - In a departmentalized organization, the descriptive title by which a course is identified (E.g., English III, Algebra, Biology, Spanish II, Apprenticeship, Career Education); in a self-contained class, any portion of the instruction for which a grade is assigned or a report is made (e.g., reading, arithmetic, language arts). [This information can be used to compute the number of courses taken by subject, the number of higher level courses taken by subject, and the number of advanced placement courses taken.]

Course Number - An identification number or other symbolic designation assigned to a course for identification purposes. Standard course numbers may represent national, state or local coding systems. [This number can also be used to compute the number of courses taken by subject, the number of higher level courses taken by subject, and the number of advanced placement courses taken.]

Academic Grade Received - The letter or numerical grade awarded to a student as an indicator of his or her performance in a course and used, together with other information, to determine the student's grade point average.

Type of Volunteer and Community Service Activities - The type of activity in which service is provided within the school building/district or for the local community outside of the school building for experience not only as workers but also as citizens (e.g., peer tutoring, volunteer work in hospitals).

Hours per Week of Community Service – The number of hours per week the student participates in volunteer or community service activities.

Type of Extracurricular Activity – The type of activity not directly related to the curriculum that a student takes in which the student participates for his or her enjoyment. Extracurricular activities are managed and generally operated under the guidance of an adult or staff member, are not for credit or required for graduation, are conducted during other than school hours (or if partly during school hours, at times agreed upon by the participants and approved by school authorities), and with the possible exception of direct costs of any salaries and indirect costs of the use of school facilities, are self–sustaining as all other expenses are met by dues, admissions or other student fund–raising events. (Examples include Camp Fire Girls, Boy Scouts, Boys and Girls Clubs, YMCA, YWCA.)

## COMPLETION INFORMATION

Cohort Year – The school year in which the student entered the baseline group used for computing completion rates, also known as first term of academic history.

School Exit Date – The date on which the student discontinued schooling.

Status upon Exit – The explanation as to why the student discontinued schooling.

Graduation
Completion of program (e.g., completion of IEP requirements)
Dropped out (left school, not known to be continuing)
Expelled
Death
Transfer to another educational program
Transfer to home schooling

Type of Credential Received – A description of the type of credential received upon completion of an educational program (e.g., High School Diploma, Alternative High School Diploma, Certificate of Completion, Certificate of Attendance, General Education Development (GED) Credential, Bachelors Degree, Masters Degree, etc.).

### B. Teacher Data Elements

Subject Matter Area – The subject matter area in which the staff members with "Teaching" assignments function.

Level of Assignment – An indication of the grade level(s) taught by the teacher.

Type of Certification/License/Permit Held – The type of legal document giving authorization from the State (or an agency or organization authorized or recognized by the State) to perform services for the LEA. [Could include certification received from National Board for Professional Teaching Standards]

Level Authorized by the Certificate – The instructional level or levels (e.g., elementary school, middle/junior high school, high school, all level) within which the staff member is authorized to serve by each active certificate held.

Teaching Fields or Areas Authorized – The descriptive name of each teaching field within which the staff member is authorized to teach by each active teaching certificate held.

Number of Credit Hours Earned or Courses Completed in Major Area – The number of credit hours earned or courses completed by the staff member in each recognized major.

Total Number of Years of Teaching Experience – The total number of years the staff member has held a teaching assignment in both public and private schools. [This may be computed from the dates of previous and current employment, rather than kept as a data element on a database.]

### C. School Data Elements

Course Title – In a departmentalized organization, the descriptive title by which a course is identified (E.g., English III, Algebra, Biology, Spanish II, Apprenticeship, Career Education); in a self–contained class, any portion of the instruction for which a grade is assigned or a report is made (e.g., reading, arithmetic, language arts). [This information can be used to compute the number of minutes by different courses or subjects.]

Number of Minutes per Course – The total number of minutes regularly assigned to a course each week.

Type of Offense Reported – A violation or infraction of a specified code established by the legal authorities where the school is located. (e.g., Infraction of school rules, criminal offense, chronic truancy)

Date Offense Reported – The date on which the offense occurred.

## SET 2 – ELEMENTS NOT CURRENTLY EXISTING IN MOST ADMINISTRATIVE RECORD SYSTEMS

### READINESS INFORMATION

Name of Preschool Program – The name of a preschool program attended by the student. Examples include: Head Start, Even Start, Special Education.

Type of Preschool Program – A description of the type of preschool program in which the student participated. Categories include: Day Care/Custodial Care, Developmental/Instructional Program, or National Association for the Education of Young Children (NAEYC) Accredited Program. [If there is no entry in this data element, the assumption that no preschool program was received.]

Number of Years in Each Preschool Program – The number of years the child attended each preschool program described.

Developmental Observation and Documentation – A description of the child's performance on a developmental observation indicating the developmental well-being of a student entering kindergarten or first grade.

Date of the Developmental Observation and Documentation – The month and year on which the developmental observation and documentation was completed.

Birth weight – The weight of the child at birth in pounds or portions of pounds.

Month of First Prenatal Care – The number of the month during pregnancy during which the mother first had contact with a doctor or other medical personnel regarding the pregnancy.

Extent of Prenatal Care – The number of times the mother had contact with a doctor or other medical personnel during the pregnancy of this child.

Date of Last Routine Health Care – The date when the child last received routine health care from a doctor or other medical personnel.

Name of Routine Health Care Provider – The name, if any, of a person or clinic where the child receives routine health care from a doctor or other medical personnel.

Date of Last Dental Care – The date when the child last received dental care.

## ASSESSMENT INFORMATION

Name of Assessment – A classification denoting the name of an assessment given to a student. This name may include information about the subject, version, form, or edition of the assessment assigned by the publisher. (Examples include portfolio assessments, criterion–referenced achievement tests, advanced placement tests, or other types of assessments.)

Assessment Score – A summary expression of the performance of a student on the assessment. [Used to ascertain if a student has attained a high level of proficiency commensurate with international, national, state or local standards.]

## FOLLOW–UP INFORMATION

Employment Status – The degree of participation in the work force (e.g., in school, not employed, employed full–time, active military, employed part–time).

Type of Employment – The type of work or occupation in which the student was engaged after completion of high school.

Name of Employer – The name of the employer for whom the student worked upon completion of high school.

Postsecondary Institution Attended – The name of each institution in which the graduating student plans to enroll or a former student enrolled for post–school education training.

Type of Postsecondary Institution – A description of the type of school attended by the former student (e.g., 4–year college or university, 2–year college, technical institute, school of nursing, trade school).

Dates of Attendance – The inclusive dates of attendance at the postsecondary institution.

Type of Entrance or Placement Test – A description of the type of test given the student for entrance into a postsecondary institution or for placement into appropriate coursework.

Entrance or Placement Test Score – A summary expression of the performance of a student on the test.

Type of Degree or Credential Awarded – The type or name of degree or credential awarded a person upon completion of an educational program.

Area of Specialization – The major area studied at the postsecondary institution.

Registered to Vote – An indication that the person is registered to vote.

APPENDIX B

## DATA ELEMENTS USEFUL FOR RESEARCH AND SCHOOL MANAGEMENT PURPOSES

### FAMILY AND HOME INFORMATION

Name of Persons in Household – The name of persons sharing the dwelling in which the student lives. (Use to compute the number of persons living in the household.)

Relationship to Student – The nature of a person's relationship to the student. (Collected for all persons living in the same dwelling as the student) [e.g., mother, father, stepmother, aunt, brother, grandmother, husband]

Highest Level of Education Completed – The extent of formal instruction an individual has received. [Collected for primary caregivers]

Occupation – The nature of the principal work actually performed by an individual. [Collected for primary caregivers]

Employment Status – The degree of participation in the work force. [Collected for primary caregivers]

Disabled, not looking for work
Full-time
Homemaker
In school
Part-time
Unemployed, looking for work
Unemployed, not looking for work
Volunteer

Family Income – The total combined income of all members of the family during the past 12 months. This includes money from jobs, net income from business, farm or rent pensions, dividends, interest, social security payments and any other money income received by members of this family who are 15 years of age or older.

Family Public Assistance Status – The status of the student's household relative to whole or partial support by a welfare agency, whether local, state, federal, or private.

Aid for Dependent Children
Food stamps
Free or reduced price lunch
Women, infants and children programs
Other public assistance programs

Years Benefits Received – The total number of years the student's household has been receiving public assistance benefits.

Nature of Dwelling – An indication of the type of dwelling in which the student resides.

Boarding house
Cooperative house
Crisis shelter
Disaster shelter
Dormitory
Family home
Foster home
Institution
Prison or juvenile detention center
Rooming house
Transient shelter
No home

Ownership of Dwelling – An indication of who owns the dwelling in which the student lives.

Public housing
Public property
Owned property
Rental property
Subsidized housing
No home

Community Factor – An indication that a high percentage of students in poverty is living in a census track or zip code area.

Stability Factor – An indication that a student has lived in the school assignment area for a year.

Number of Moves in Last 5 Years – The number of times a student has changed home addresses within the last 5 years of his/her life.

## APPENDIX C

## RELATED ACTIVITIES

The Technical Planning Subgroup on long-term strategies for measuring progress toward Goal 2 recognized the need for a voluntary state/local student records system. They noted that the federal government should help state and local education agencies to design and implement a national system that meets the data needs of all levels. Decisions about what data are to be maintained in a student record system need to build on school level needs. In addition, districts need to consider what information needs to be aggregated or compared across schools. There are current national activities, described below, that can help local education agencies review their existing data collection systems and made them meet local, state and national standards.

The National Center for Education Statistics (NCES) is sponsoring several activities that will contribute to the development of a voluntary state and local student record system. In addition to providing opportunities for state and local education agency staff to meet to discuss and learn about progressive activities in this area, NCES has provided seed money to help state education agencies analyze ways to improve their data systems. In addition, NCES has appointed a task force on Automated Information Retrieval Systems (AIRS) to conceptualize ways of infusing automation into data maintenance of state and local education agencies.

Under contract to NCES, the Council of Chief State School Officers is working in two areas that relate to this topic. CCSSO is developing two handbooks containing terms and definitions of data elements that could be maintained in individual student or staff records systems. These handbooks contain a comprehensive list of data elements that could be useful for decision-making at the local level. The definition of each term represents a national assessment of "best practice" for the maintenance of data. Included in the handbooks are data elements required for federal reporting. While these handbooks should assist those state and local education agencies attempting to standardize the collection of data, they do not specify what data elements are essential to be maintained. As a result, it is up to the SEAs or LEAs to identify what are the most important data elements to be maintained according to state or local needs and requirements. The Student Data Handbook is scheduled to be completed by Fall 1993; the Staff Data Handbook will be completed in Fall 1994.

Another CCSSO activity is the development of a system for the electronic exchange of individual student records among school districts, state education agencies, and postsecondary institutions. The SPEEDE/ExPRESS (SPEEDE stands for Standardization of Postsecondary Education Electronic Data Exchange, and ExPRESS stands for Exchange of Permanent Records Electronically for Students and Schools) system represents collaborative efforts of elementary, secondary and postsecondary representatives to establish a standard format for coding student record information that can be transmitted electronically through a network or using other media such as magnetic tapes and diskettes. The standard formats and definitions developed for SPEEDE/ExPRESS are consistent with the definitions in the student data handbook under

development. But the data elements included in SPEEDE/ExPRESS represent only those considered essential for assisting receiving school districts or postsecondary institutions in making educational assessments and placement decisions for students. In other words, the SPEEDE/ExPRESS data elements represent the core data elements of a student transcript, which is a subset of the information maintained in the student record system.

These activities reflect the growing interest across the United States in automating data collection and standardizing the terminology used to collect and report data on education.

References

National Education Goals Panel, *Statewide Student Record Systems: Current Status and Future Trends*, (March 26, 1993, Washington, DC)

# OFFICE OF THE NATIONAL EDUCATION GOALS PANEL

## EXECUTIVE DIRECTOR

Wilmer S. Cody

## ASSOCIATE DIRECTOR

Martin E. Orland

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